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Date: 16/12/2022

External Evaluation Report (Conventional-face-to- face programme of study)

- **Higher Education Institution:**
Frederic Institute of Technology
- **Town:** Limassol
- **School/Faculty (if applicable):**
- **Department/ Sector:** Health and Education
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Βρεφονηπιακή Εκπαίδευση (2 ακαδημαϊκά έτη, 120 ECTS, Δίπλωμα)

In English:

Nursery Education (2 academic years, 120 ECTS, Diploma)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

In Greek: Concentrations
In English: Concentrations

A. Introduction

The EEC visited the Frederik Institute of Technology, Limassol campus on the 13/12/2022. During the visit, the EEC met with key personnel of the University and the Faculty who presented information about the university and the programme of study being evaluated. The team was provided with a tour of the existing teaching facilities available on the campus, and the new facilities under development.

The agenda for this visit was as follows:

09:00 – 09:10 A brief introduction of the members of the EEC

09:10 – 09:30 A meeting with the Head of the Institution

Short presentation of the Institution

- Dr Pavlos Mavromatides (Presenter) Academic Director of Frederick Institute of Technology
- Margarita Ioannou Programme Coordinator
- Dr Chrysa Nitsiou Programme Scientific Advisor
- Elias Charalambous Limassol Campus Director

09:30 – 09:50 A meeting with the members of the Internal Evaluation Committee.

Short Presentation of the Quality Assurance Process

- Dr Pavlos Mavromatides (Presenter) Academic Director of Frederick Institute of Technology
- Margarita Ioannou Programme Coordinator
- Dr Chrysa Nitsiou Programme Scientific Advisor

09:50 – 10:50 Program Presentation

The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development

- Margarita Ioannou (Presenter) Programme Coordinator
- Dr Chrysa Nitsiou Programme Scientific Advisor
- Dr Pavlos Mavromatides Academic Director of Frederick Institute of Technology

11:10 - 12:10 A meeting with members of the teaching staff

- Discussion on the CVs (i.e., academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.

- Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
- Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
- Discussion on assessment criteria, samples of final exams or other teaching material and resources.

Academic Staff

- Margarita Ioannou
- Dr Chrysa Nitsiou
- Dr Georgina Athanasiou
- Dr Garifallos Anagnostou
- Dr Panos Constantinides
- Dr Natali Loizidou
- Dr Andri Constantinou
- Dr Victoria Pavlou
- Dr Nikleia Eteokleous
- Dr Rita Panaoura
- Dr Chrisanthi Kadji
- Dr Karatasou Katerina
- Michalis Skoullou
- Phivos Phylactou
- Tonia Christodoulou

A meeting with members of the administrative staff

- Dr Elias Charalambous - Limassol Campus Director
- Maria Chrysanthou - Head Librarian
- Giouli Chatzaki - Studies and Student Welfare
- Andrea Athanasiou - Director of Studies and Student Welfare
- Dr Pavlos Mavromatides - Academic Director of Frederick Institute of Technology

12:40 – 13:30 On site visit to the premises of the Institution

- Dr Pavlos Mavromatides - Academic Director of Frederick Institute of Technology
- Margarita Ioannou - Programme Coordinator
- Dr Chrysa Nitsiou - Programme Scientific Advisor
- Elias Charalambous - Limassol Campus Director
- Maria Chrysanthou - Head Librarian

13:30 – 14:30 Lunch Break

14:30 - 15:10A meeting with students and graduates only

Students

- Evgenia Christou
- Nikolas Theocharous
- Marilena Kiriakou
- Antri Antreou
- Maria Vrachimi
- Evita Charilaou
- Anna Samouil
- Eleni Katsaridou

Graduates

- Efthimia Filippou
- Morfo Agiomamitou
- Eleni Loukaidou
- Eirini Lampouri
- Natalia Aresti
- Andria Mavronichi

15:20 – 15:45 A meeting with the Head of department and Programme Coordinator

exit discussion (questions, clarifications).

- Dr Pavlos Mavromatides - Academic Director of Frederick Institute of Technology
- Margarita Ioannou - Programme Coordinator
- Dr Chrysa Nitsiou - Programme Scientific Advisor

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Frances Press	Professor	Manchester Metropolitan University
Leena Krokfors	Professor	University of Helsinki
Antonio Calderón	Senior Lecturer	University of Limerick
Revekka Paraskeva	Student member	Open University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance

1.2 Design, approval, on-going monitoring and review

1.3 Public information

1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The Nursery Education programme at Frederick Institute of Technology has a well-structured approach with a specific vision and mission that are in line with the institutional strategy and have explicit intended learning outcomes. A particular mention should be made to the programme's strong links and engagement with industry and the comprehensive and rigorous internal quality assurance procedures, that involve students and other stakeholders and is regularly monitored. High rates of graduates' employability reflect the programme reputation as one of the main actors on the field of nursing education in the country.

Strengths

In addition to the above:

- A well-structured organizational chart that is effective to manage the programme and students' needs.
- Placement opportunities throughout the programme.
- The existence of a memorandum of understanding with industry through which feedback is gathered to inform evaluation and reflection on the existing procedures and teaching and learning.
- Logical sequence and coherence of courses.

Areas of improvement and recommendations

- Given the importance of constructive alignment¹ (alignment among learning outcomes, assessment, and pedagogy) programme learning outcomes must be at the forefront, first, to plan courses assessment practices and recollection of evidence of learning, second, to plan and decide about the course teaching related strategies.
- In this light, the team may want to:
 - revisit the balance between the programme learning outcomes and course learning outcomes. Some courses include many learning outcomes and some of them could be more appropriately worded.
 - Consider the extent to which the programme learning outcomes are achieved through the achievement of the selected course outcomes. It is considered essential to select the course learning outcomes based on the programme learning outcomes.

¹ Wang et al., (2013). An exploration of Biggs' constructive alignment in course design and its impact on students' learning approaches. *Assessment & Evaluation in Higher Education*, 38(4), 477-491. <https://doi.org/10.1080/02602938.2012.658018>

- Bloom's taxonomy may be appropriate to evaluate the course learning outcomes. To what extent the course learning outcomes are developing students' ability to apply, analyse, evaluate, and create?²
- Consider students' assessment workload across every semester based on the course ECTS by reflecting on the time required to prepare and submit the different assessments.
- Public information related to the policy for quality assurance and related procedures must be more accessible on the website.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

We have ranked 1.3 only as partially compliant as we were unable to locate QA processes on the website. However, we note that the overall evidence points to the embedded nature of these processes to the programme.

² See this supporting document to guide your course learning outcomes evaluation.

https://www.colorado.edu/oda/sites/default/files/attached-files/program_learning_outcomes_v2.pdf

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings

The Frederick Institute of Technology and especially the Nursery Education study programme (2 years, 120 ECTS diploma) showed a strong commitment to student success and wellbeing. The study programme evaluated used both formal and informal methods to take care of the students. There was an ongoing monitoring of student attendance and performance in a good way, and it seemed that support for students continued after graduation. The staff were enthusiastic and engaged with their work.

Pedagogies were informed by real life practices and the institute had a strong network around them. Practical training was well-organized and the practical learning opportunities during coursework supported this approach well. Students would like to see, for example, more first aid because this is quite essential for practice-based learning; and also asked for more broadly based creativity and art subjects.

A variety of formal and informal evaluation was used. Assessment scaffolded students learning. Some of the exams appeared to be heavily weighted and weightings. Students raised this as an issue.

Strengths

- Strong communication between the team and staff to support good teaching.
- Excellent student support from administration as well as from academic staff targeted to student need.
- On the whole, a strong person-centred approach could be sensed throughout the community.
- Students expressed a lot of enthusiasm for their studies and spoke about how they continued their course-based discussions in their social environments.

- A collaborative approach was evident across the student body and between staff and a strong attention to building a cohesive and supportive student community was apparent.

Areas of improvement and recommendations

- Given the diversity and number of the assessments, as well as variations in weightings, it might be useful for the team to review appropriateness, spread and coverage.
- Periodically, carefully check the theoretical orientations and practicalities of the course content.
- Academic staff's in-service development and learning, and how to up-date their personal knowledge should be supported by the institute to ensure the study programmes research-informed foundations.
- If lots of information stays informal (tacit) it may disappear when times and people change. This emphasises the need for all staff to be involved in periodic collective professional development and discussion.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*

- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

The teaching team collectively bring a diverse range of knowledge and skills to the programme. A high degree of collegiality and collaboration were evident. They attested to their close working relationships and familiarity with one another's teaching areas.

A significant number of staff hold doctorates, even though this is not a requirement to teach a nursery Diploma. The programme Coordinator and scientific advisor to the programme are appropriately qualified. A smaller number of staff hold qualifications directly related to nursery or early childhood education. There is active engagement in research, publication and professional activity. For example, we note that Frederik will host the next OMEP conference which is a significant international conference for early childhood education.

Strengths

As above and additionally:

- Regular staff meetings are scheduled, and these engender professional discussions.
- There is a policy for the development of teaching staff.

Areas of improvement and recommendations

- Given that not all the staff have an early childhood background, and additionally that care and education approaches to working with children from birth to four is an emerging field, we suggest that ongoing professional development (including reading) in this area is a focus for the team. See for example³

³ Press, F., & Cheeseman, S. (2022). *(Re)conceptualising Children's Rights in Infant-Toddler Care and Education*. London: SpringerLink. [\(Re\)conceptualising Children's Rights in Infant-Toddler Care and Education | SpringerLink](#)

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

Admission requirements for students are clear and appropriate. In addition, there are opportunities for students to enrol initially on a probationary basis, if they do not meet the criteria for entry based on secondary school grades. If students are admitted on this route, they are provided with a reduced study load and support to maximise their chance of success.

Additionally, candidates who wish to enrol have to submit (a) a clear criminal police record certificate and (b) a clear criminal record as per the prevention and Combating of Sexual Abuse and Sexual Exploitation of Children and Child Pornography Law.

Strengths

- Admission criteria are clear and inclusive.
- There are also processes for the recognition of prior learning for students who wish to transfer into the nursery diploma from other courses and/or institutions.

Areas of improvement and recommendations

- It was not possible to find clear guidance on student progression on the website or in the materials sent to us. We acknowledge that in practice student progression is closely monitored by staff.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Partially compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

We have rated 4.2 as partially compliant as we were unable to locate information about student progression on the website and/or documentation shared.

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

Overall, teaching and learning, physical and human resources are appropriate and supporting the achievement of the programme objectives. Collegiality is a unique aspect that represent the Nursing Education community (e.g., academics, students, senior management, admin, etc.). The ongoing effort to create new teaching spaces and related equipment, and the quick reaction to face the restrictions during the pandemic are three aspects to highlight as well.

Strengths

- The development of new teaching spaces and equipment to enhance the student experience.
- The fast and systematic reaction to moving to online learning during the pandemic, and the care shown to students during this time and beyond.
- The comprehensive structure for continuous support of students during and once they graduate.
- Expertise on teaching and research experience of faculty members.

Areas of improvement and recommendations

- Attention to experiential learning spaces for infants and toddlers (not just focus on health and hygiene). There is an opportunity in the new learning spaces to create comfortable sensory areas for infants and places that encourage one to one and small group interactions.
- Focus on a broad approach to creativity across the programme courses.
- Suggest a move away from worksheets, encourage students to think about how to develop activities in response to observed interests and needs of the child.

- Encourage the application of a broad range of creative skills (drama) etc., to working with children. Great opportunity for students to learn specific skills (music, puppetry). Suggest the programme needs to ensure that these specific skills are applied within a broader understanding of the application of creativity and methods to children's learning and engagement.
- Attention to ensuring that students are able to differentiate their lessons to different developmental needs and individual interests.
- Consider students with different capabilities, different levels of academic preparation, special needs due to physical disabilities, and how they can achieve the intended learning outcomes.

In the development of new teaching spaces consider the creation of more infants' friendly spaces to facilitate parents-kids interaction and development (e.g., soft-cover books, toys, etc.). See for example⁴.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

⁴ EYFS Framework Guide: Retrieved from:

https://my.optimus-education.com/sites/optimus-education.com/files/attachments/articles/environment_under_3s.pdf

D. Conclusions and final remarks

The EEC would like to thank the staff of the university for their informative and open discussion throughout the day.

The EEC observed a strong staff team, actively engaged in research in their areas of expertise, strongly connected to their professions.

The EEC compliments the FIT for having a clearly articulated rationale for the development of their programme that references both policy and philosophical considerations.

Additionally:

- There was an embedded approach to programme evaluation that considered a range of feedback throughout the teaching cycle.
- Throughout the day we saw evidence of a strong sense of community across all levels: between the students; the students and the staff; and between the staff. We were impressed by the support provided by administrative staff.
- Teaching and learning, as well as student welfare, are supported by a strong team committed to student centred learning and person-centred support
- We appreciate the attention given to upgrading and modernising the teaching facilities available to students.
- Students provided extremely positive comments about the quality and transformative nature of their learning.
- The programme has a strong reputation for the Diploma, and this is well supported by teaching, administration and the general facilities.
- Our main recommendation for improvement relates to the need to ensure the staff across the programme are up to date in current thinking about the care and education of children under four, including babies, in nursery settings.
- The student request to have first aid early in the programme appears desirable, given the fact that they are going into nurseries for practical learning.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Frances Press	
Leena Krokfors	
Antonio Calderón	
Revekka Paraskeva	

Date: 16/12/2022